

# **Academic Support Program Review WITH RTI Committee**

## **May 23rd, 2012**

### **1. Identify key elements of our SAS 'Academic Support' (support services or educational support program)**

- It's not Regular Ed vs Special Ed. - We work together to support all kids
- We support students from learning disabled to gifted
- We support you in training for differentiated classrooms
- We support students, through best practices
- We make data-driven decisions, including admissions to support students
- Universal screening
- Progress monitoring (interventions & running records)
- Three-tiered system
- Problem solving model - Problem identification
- LIP created by student support team (AS, Classroom teachers, Counselors, EAL, Parents)
- Research-based interventions targeted to individual needs

### **2. Define Tier 1, Tier 2, Tier 3 (#, % and services)**

#### **Tier 1@ SAS**

- Teacher classroom teacher owned
- Differentiated instruction & assessment
- Progress monitoring - method of tracking performance + measure effectiveness of instruction + data driven (including attendance)
- Universal screening - all students take this assessment and can inform whether a student needs support (DRA, Star, MAP)
- Learning Intervention Plan (LIP) - data driven, developed with a team.
- Consistent behavior expectations - taught and followed school-wide
- Fidelity to SAS Curriculum - systematically taught
- Flexible grouping based on assessment
- Using data to inform and guide instruction

#### **Tier 2 @ SAS –**

- AS teacher involved
- Assorted delivery model (small group, flex, exploratory, push-in,... to be defined later.)
- Continue to use data to determine interventions
- Specialists consult/ advocate for student with the classroom teacher
- Accommodations/interventions
- Continue to monitor progress
- LIP created (SST/SOC meeting)
- Targeted instruction
- Time sensitive

### Tier 3 @ SAS -

(The following do not apply to all students.)

- Have not responded to Tier 2 support
- Modified curriculum/Diversified
- More individualized modifications/accommodations (to be defined later)
- Higher intensity of instruction
- Higher intensity of progress monitoring
- Greater frequency of delivery
- Case manager to ensure success
- Documentation of need for Tier 3 support or diagnosed disability requiring Tier 3 support

### 3. Define process & criteria for moving from Tier 1 to 2 and on to Tier 3

Tier 3	^	
Tier 2	^	<ul style="list-style-type: none"><li>• *Formal documentation/testing</li><li>• *Did not meet Tier 2 time targeted goals</li><li>• *At risk for failure of academic expectations (in one subject area or across the board at class or grade level)</li></ul>
Tier 1	^	<ul style="list-style-type: none"><li>• "Team" "problem identification meeting"</li><li>• (later define Team name and compositions)</li><li>• Less progress than expected</li><li>• Not meeting grade level expectations based on standards and benchmarks</li><li>• Log interventions and accommodations</li><li>• Intervention (specific)</li><li>• Low results on screeners</li><li>• Scores around the 25th Percentile or bottom 25th % of grade level????</li><li>• Check for false positive</li></ul>

Erika Cebulski Levesque 5/24/12 1:57 PM

**Comment [1]:** To discuss with admin. AS committee differed in opinion

**Next AS Retreat September 12<sup>th</sup> and 26<sup>th</sup>. If additional meeting needed, it would be recommended for October 2012.**

**Our AS team's suggestions for PD for all teachers next year:**

- Differentiation: be specific around this:
  - How many skills is a teacher assessing in an assessment?
- Co-teaching/collaborative teaching
- Gifted or Asperger's
- Learning Outcomes
- Awareness around whether tests are linked to standards and benchmarks
- K-12: do we have standards and benchmarks around memorization, besides the multiplication tables